

Feedback on Proposed Accelerated Learning Standards

DUAL CREDIT TEACHING PARTNERSHIPS

(working name)

Feedback can be sent in any format, but the following is provided as one possible template. Please be sure to identify the institution, council, committee, or group providing the feedback.

It is best to read through the entire set of standards as the separate categories are interrelated and together clarify the totality of the expectations. It is recognized that some feedback will be specific to the subsets of standards and other will be about the model of dual credit or the collection of standards. This template allows for feedback after each subsection of the standards as well as overarching feedback at the end of the full set of standards.

Overview:

The proposed Dual Credit Teaching Partnership standards address models by which the college or university course can be offered in the high school in partnership with and under the oversight of the sponsoring higher education institution.

A Dual Credit Teaching Partnership refers to a course that is

- a) offered during the day at a high school,
- b) taught by a high school teacher in partnership with a college/university faculty member who meets the qualifications to teach the course for the college/university, and
- c) sufficiently similar to the college/university course to enable the student to be described as “taking a course from the college or university.” Dual credit teaching partnership courses are transcribed in a manner that is reasonably consistent with those of like courses at the college and without special designation.

The proposed Dual Credit Teaching Partnership standards are modeled after the Oregon Dual Credit Standards. They broaden the options for offering college or university courses at the high school by providing explicit standards for partnerships to ensure appropriate expertise and alignment. This allows a high school the opportunity to work closely with a college or university to offer these courses even though it may not have teachers who individually meet the qualifications for teaching the college or university courses.

These standards DO NOT replace the existing Oregon Dual Credit Standards, modeled after the National Alliance of Concurrent Enrollment Programs standards and first adopted in Oregon in 2010. That model and associated standards will continue. The Teaching Partnership standards would provide a framework for an additional model of dual credit. In the current proposal, the Oregon Dual Credit standards or the Dual Credit Teaching Partnerships standards would need to be met for any accelerated learning program that is described and transcribed as taking a course from the sponsoring college or university.

Because this model involves “taking a course from the college or university,” the standards focus on those elements that are the responsibility of the sponsoring institution for all courses offered and transcribed: curriculum, faculty, students, assessment, and continuous improvement (program evaluation). These draft standards were developed by the Accelerated Learning workgroup in the context of the bigger picture of how colleges and universities offer courses and the importance of sufficient curricular and faculty oversight to ensure quality and consistency of courses, wherever offered and however delivered.

PROPOSED ACCELERATED LEARNING STANDARDS
DUAL CREDIT TEACHING PARTNERSHIPS

Curriculum:

(C1) - College or university courses administered through a Dual Credit Teaching Partnership Program are catalogued courses and approved through the regular course approval process of the sponsoring college and/or university. These courses have the same departmental designation, number, title, and credits as their college counterparts, and they adhere to the same course descriptions and student learning outcomes.

(C2) - College or university courses administered through a Dual Credit Teaching Partnership Program are administered in a manner that is reasonably consistent with like courses at the sponsoring college or university and recorded similarly on the official academic record for the sponsoring college or university.

(C3) - College or university courses administered through a Dual Credit Teaching Partnership Program reflect the pedagogical, theoretical and philosophical orientation of the college's or university's sponsoring academic departments.

(C4) - The syllabi for college or university courses administered through a Dual Credit Teaching Partnership include clearly defined learning outcomes and student expectations and are reviewed and approved by the academic faculty in the partnership from the college or university department/program where the credit will be awarded.

(C5) - Credit for college or university courses administered through a Dual Credit teaching Partnership Program are awarded based on documented student achievement consistent with the student learning outcomes and course content.

For reference, in comparison to existing Dual Credit Standards for curriculum: Applies three existing Dual Credit Standards to Dual Credit Teaching Partnerships. Modifies C1 to add reference to student learning outcomes and modifies C2 for clarity and specificity. Adds new standards applying to Dual Credit Teaching Partnerships in C4 & C5

Comments, concerns, questions and suggestions regarding this subset of the standards:

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Faculty:

(F1) - High School teachers teaching college or university courses as part of a Dual Credit Teaching Partnership are approved and authorized by the sponsoring college or university.

(F2) - Teaching partnerships demonstrate that the aggregate of the faculty roles within the partnership provides appropriate expertise in the content or professional area, and performs the duties, responsibilities and functions of traditional faculty, through clearly stated criteria, qualifications, and procedures.

(F3) - High school teachers teaching college or university courses in a Dual Credit Teaching Partnership have access to essential academic resources comparable to those of the sponsoring college or university as deemed appropriate by faculty in the department/program where credit will be awarded.

(F4) - The college or university provides high school instructors in Dual Credit Teaching Partnerships with training and orientation in course curriculum, assessment criteria, course philosophy, and Dual Credit administrative requirements before authorizing the instructors to teach the college or university courses.

(F5) - The sponsoring college or university has a well documented process for regular, ongoing, and substantive interaction between high school and college or university faculty in Dual Credit Teaching Partnerships to address student learning outcomes, course content, delivery, and assessment to maintain consistency across course sections offered by the college or university. This interaction occurs at least once a quarter/semester* and includes a site visit at least annually.

*College or university faculty partners may determine that more or fewer interactions are appropriate, based on the level of expertise of the instructor and experience working in teaching partnerships. However, in all cases, the interaction must occur at least annually.

(F6) - High school teachers teaching college or university classes as part of a Dual Credit Teaching Partnership receive feedback for continuous improvement to ensure that student learning outcomes, course content, and assessment are consistent with the institution's course, including annual teaching observations for at least three years, and thereafter following institutional practice.

(F7) – Dual Credit Teaching Partnership Program policies at each sponsoring college or university address teacher non-compliance with the college’s or university’s expectations for courses offered through Dual Credit Partnership Programs (for example, non-participation in Dual Credit Teaching Partnership Program training and/or activities).

For reference, in comparison to existing Dual Credit Standards for faculty: Modifies two of the four existing Dual Credit Standards to apply them to Dual Credit Teaching Partnerships. Adds new standards specific to Dual Credit Teaching Partnerships in F1, F2, F3, F5, and F6.

Comments, concerns, questions and suggestions regarding this subset of the standards:

Student:

(S1) - The college or university officially registers or admits Dual Credit Teaching Partnership Program students as degree-seeking, non-degree seeking, or non-matriculated students of the college or university and records courses administered through a Dual Credit Program on official sponsoring college or university transcripts. Registration, grading, and transcription procedures and timelines are reasonably consistent with those for other students taking the same courses from the sponsoring college or university.

(S2) - Colleges or universities outline specific course requirements and prerequisites for students in Dual Credit Teaching Partnership Programs.

(S3) - High school students in Dual Credit Teaching Partnership Programs are provided with a student guide that outlines students' rights and responsibilities as well as providing guidelines for the transfer of credit.

For reference, in comparison to existing Dual Credit Standards for students: Modifies existing Dual Credit standards to apply to Dual Credit Teaching Partnerships and adds specificity in S1.

Comments, concerns, questions and suggestions regarding this subset of the standards:

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Assessment:

(A1) - Dual credit teaching partnership students are held to comparable standards of achievement of student learning outcomes as those expected of students in on-campus sections.

(A2) - The college or university ensures that Dual Credit Teaching Partnership Program students are held to comparable grading standards as those expected of students in on-campus sections.

(A3) - Dual Credit Teaching Partnership students are assessed using comparable methods (e.g. papers, portfolios, quizzes, labs, etc.) as their on-campus counterparts.

For reference, in comparison to existing Dual Credit Standards for assessment: Identifies existing three Dual Credit standards as applying to Dual Credit Teaching Partnerships. Calls out student learning outcomes in A1.

Comments, concerns, questions and suggestions regarding this subset of the standards:

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Program Improvement:

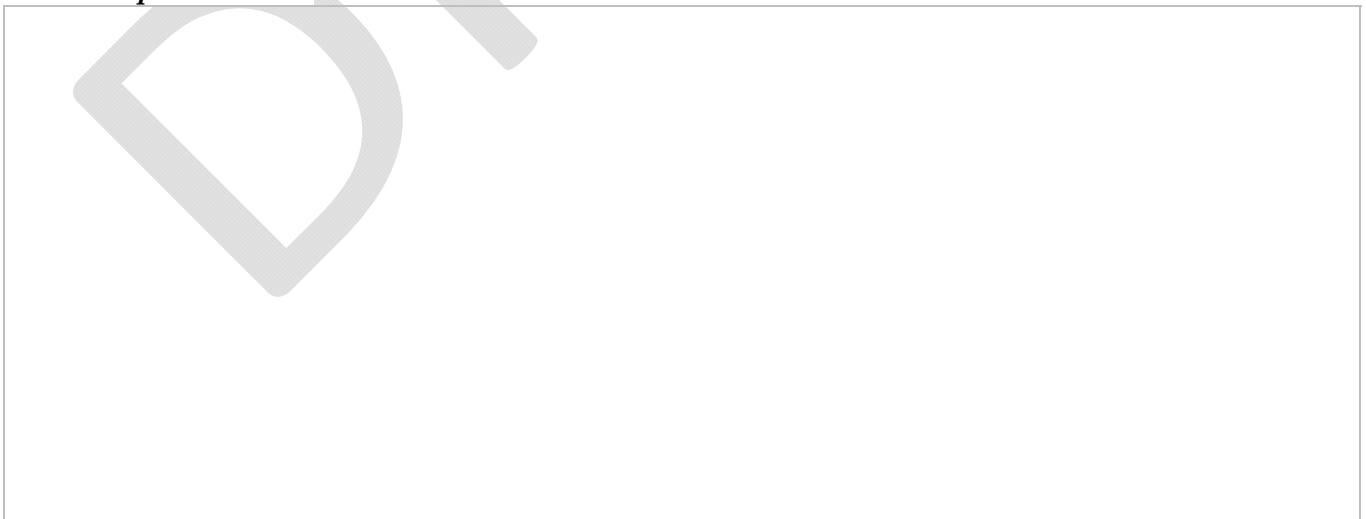
(E1) - The college or university conducts an end-of-term student course evaluation for courses offered through a Dual Credit Teaching Partnership Program. The course evaluation is intended to influence program improvement rather than instructor evaluation. Names (of the instructor or students) should not be included in the evaluation.

*For reference, in comparison to existing Dual Credit Standards for evaluation: Identifies the existing Dual Credit **Evaluation** standard as applying to Dual Credit Teaching Partnerships. Changes the name of this section from **Evaluation** to **Program Improvement**.*

Comments, concerns, questions and suggestions regarding this subset of the standards:



OVERALL/Global comments, concerns, questions and suggestions about Dual Credit Teaching Partnership Standards?



What comments and/or suggestions do you have regarding the names “Dual Credit” and “Dual Credit Teaching Partnerships”?



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Feedback on Proposed Accelerated Learning Standards

PROFICIENCY-BASED ACCELERATED LEARNING (*working name*)

Feedback can be sent in any format, but the following is provided as one possible template. Please be sure to identify the institution, council, committee, or group providing the feedback.

It is best to read through the entire set of standards as the separate categories are interrelated and together clarify the totality of the expectations. It is recognized that some feedback will be specific to the subsets of standards and other will be about the model of accelerated learning or the collection of standards. This template allows for feedback after each subsection of the standards as well as overarching feedback at the end of the full set of standards.

The Proficiency-based Accelerated Learning Standards apply to accelerated learning models that are distinctly different from Dual Credit or Dual Credit Teaching Partnerships. Whereas both the Dual Credit Standards and the proposed Dual Credit Teaching Partnership Standards apply to accelerated models in which the student is *taking the course from the sponsoring college or university* while in high school, this model of accelerated learning provides the opportunity for students who participate in *high school coursework*, collaboratively designed in partnership with the sponsoring college or university, to earn credit by demonstrating attainment of the student learning outcomes associated with a particular course.

Proficiency-based Accelerated Learning includes

- a) an enhanced high school course(s) offered at the high school and taught by a high school teacher,
- b) a focus on student attainment of specific, targeted student learning outcomes, and
- c) the opportunity for students to demonstrate that they have attained those student learning outcomes and thereby earn credit for a course from the sponsoring college or university. Courses and credit earned through Proficiency-based Accelerated Learning programs are transcribed with a special designation.

Proficiency-based Accelerated Learning focuses on partnerships between the college or university to enhance the high school curriculum coupled with opportunities for the student to demonstrate attainment of the student learning outcomes associated with a college course. As such, these standards focus primarily on those elements that provide assurance of and document student learning that occurred outside of taking a course from the college or university. The special designation on the transcripts identifies that the student did not take the course from the college or university.

While this is precisely the premise behind CPL and the opportunities it provides, existing CPL standards do not contemplate the types of alignment and partnership activities between high schools and postsecondary partners that define some of the emerging models of accelerated learning. The principles that underlie the CPL standards are applicable and visible in the proposed Proficiency-based Accelerated Learning Standards. However, the robust nature of the Proficiency-based Accelerated Learning partnership would indicate that these models are not what one generally associates with CPL and hence a set of standards and more descriptive designator is warranted.

PROPOSED ACCELERATED LEARNING STANDARDS
PROFICIENCY-BASED ACCELERATED LEARNING

Standard 1: Proficiency-based Accelerated Learning Requisites:

1.1 For those areas in which Proficiency-based Accelerated Learning is awarded, each institution shall develop institutional policies and procedures for awarding credit in response to the Proficiency-based Accelerated Learning Standards. The procedures must ensure credit is awarded only for high quality college-level competencies. The policies and procedures must be transparent to all students, faculty, staff and stakeholders.

1.2 Academic credit will be awarded and transcribed only for those courses formally approved by the institution’s curriculum approval process(es). Credit must be directly applicable to meet requirements for general education, a certificate, a degree or electives as outlined in college publications. Credit may be awarded through portfolio or other forms of authentic assessment.

1.3 The college or university provides high school instructors in Proficiency-based Accelerated Learning Programs with ongoing training and orientation in course learning outcomes and assessment criteria and expectations.

For reference, in comparison to existing CPL standard 1: Modifies the two existing CPL Standard components for Requisites to apply to Proficiency-based Accelerated Learning. Adds new standard regarding instruction and training in postsecondary course learning outcomes.

Comments, concerns, questions and suggestions regarding this standard:

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Standard 2: Evidence-Based Assessment

2.1 Each institution shall provide a guided process to assess student learning and to provide the required evidence for awarding credit. Through the Proficiency-based Accelerated Learning partnership, students will have the opportunity to demonstrate attainment of the course-specific learning outcomes associated with the credit to be awarded.

2.2 Evidence shall be evaluated by appropriately qualified teaching faculty.

2.3 All Proficiency-based Accelerated Learning credit must be based on sufficient evidence provided by the student. Evidence required by the institution must be based on academically sound assessment methods, including, but not limited to, institutionally developed tests, final examinations, performance-based assessments, demonstrations, presentations, and portfolios.

For reference, in comparison to existing CPL standards: Modifies the three existing CPL Standard components for Evidence-Based Assessment to apply to Proficiency-based Accelerated Learning.

Comments, concerns, questions and suggestions regarding this standard:



Standard 3: Tuition and Fee Structure:

Each institution shall develop a tuition and fee structure for Proficiency-based Accelerated Learning that is transparent and accessible to all students, faculty, staff and stakeholders. The basis for determining direct and indirect costs may include but are not limited to the following.

- Costs for student services to guide the student and to support the assessment process
- Costs associated with faculty workload for the evaluation of Proficiency-based Accelerated Learning
- Costs associated with recognizing and supporting faculty and staff who are involved in partnership and assessment processes including any costs related to training and staff development
- Costs related to transcribing credit
- Costs related to scanning documents or archiving material
- Costs for developing a portfolio infrastructure and conducting portfolio assessments
- Other costs associated with assessments as identified by the institution

For reference, in comparison to existing CPL standards: Modifies the existing CPL Standard for Tuition and Fee Structure to apply to Proficiency-based Accelerated Learning.

Comments, concerns, questions and suggestions regarding this standard:

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Standard 4: Transferability and Transcription:

4.1 Institutions that award Proficiency-based Accelerated Learning shall work with receiving institutions to promote transferability of credits earned.

4.2 Each receiving institution shall determine the transferability of Proficiency-based Accelerated Learning credit granted from other institutions.

4.3 Documentation used to support credits awarded will be maintained as part of the student’s official institutional academic record to ensure compliance with standards set forth by the American Association of Collegiate Registrars and Admissions Officers, Northwest Commission on Colleges and University, and state administrative rules.

4.4 All Proficiency-based Accelerated Learning credit that is awarded institutionally must be transcribed to comply with applicable state, federal regulations and accreditation policies and standards. Notations on the transcript should identify Proficiency-based Accelerated Learning.

For reference, in comparison to existing CPL standards: Modifies the four existing CPL Standard components for Transferability and Transcription to apply to Proficiency-based Accelerated Learning.

Comments, concerns, questions and suggestions regarding this standard:

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Standard 5: Transparency/Access:

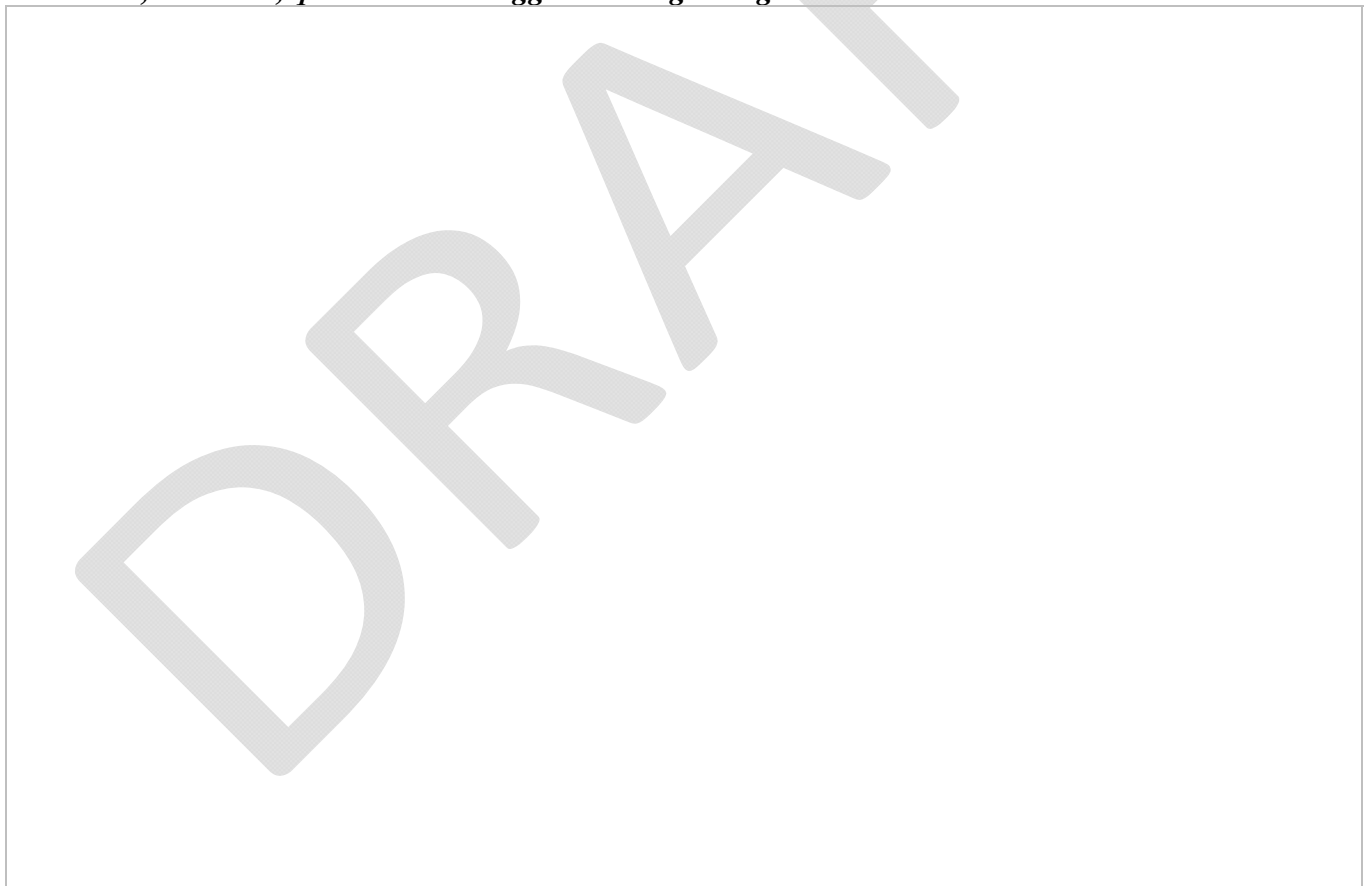
5.1 Institutional Proficiency-based Accelerated Learning policies and expectations shall be clearly communicated to high school students, faculty, staff and stakeholders. The following information shall be included:

- Institutional Proficiency-based Accelerated Learning contacts
- Available Proficiency-based Accelerated Learning opportunities and preparation requirements
- Tuition and Fee Structure(s)
- Risks to students and the cost of assessment where credit may not be awarded
- Information about the effects of accelerated learning credits on financial aid
- Information regarding the applicability of Proficiency-based Accelerated Learning credits towards certificate or degree programs

5.2 Processes must be in place for a student to request Proficiency-based Accelerated Learning credit based on processes established by the high school and sponsoring college or university for Proficiency-based Accelerated Learning designated courses.

For reference, in comparison to existing CPL standards: Modifies the two existing CPL Standard components for Transparency/Access to apply to Proficiency-based Accelerated Learning.

Comments, concerns, questions and suggestions regarding this standard:



OVERALL/Global comments, concerns, questions and suggestions about the Proficiency-based Accelerated Learning Standards?



What comments and/or suggestions do you have regarding the name “Proficiency-based Accelerated Learning”?



If the Dual Credit Teaching Partnership Standards and the Proficiency-based Accelerated Learning Standards are adopted, will they create barriers for current or anticipated accelerated learning opportunities offered by your institution? Explain.



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